

Course Outline

In Newsletter 1 we gave you a course outline that is now obsolete. The reason is that we originally had planned to present the case materials in chronological order. Since then, we have decided to reorganize these materials in terms of our own typology. We hope that this reorganization will prove conceptually more useful.

1983 -- First Term

Readings

14.Sept.	Introduction; definitions; UN Convention.	I/2-18
21.Sept.	Typologies of genocide.	I/19-56
28.Sept.	Guest speaker Prof. John Humphrey	I/57-106
5.Oct.	The research paper; the library; the take-home exam.	
12.Oct.	The Ancient Near East; Greece.	II/3-12, 45-59
19.Oct.	Rome and Carthage.	II/13-44
26.Oct.	The Mongols.	II/60-76
2.Nov.	The Zulus; The Puritans and the Pequots.	II/77-95
9.Nov.	The Tasmanians; The Hereros.	II/96-131
16.Nov.	The Albigensian Crusade.	II/132-142
23.Nov.	The Witch-Hunts. Guest: Prof. Cohn	II/143-169
30.Nov.	The Christians in Tokugawa Japan. (The first take-home exam is due!)	II/170-177

1984 -- Second Term

11.Jan.	Armenia	II/178-198
18.Jan.	"	
25.Jan.	Russia	II/199-207
1.Febr.	"	
8.Febr.	Hitler's Germany	II/208-219
15.Febr.	" " ; The Gypsies.	II/220-225
22.Febr.	No classes -- Mid-term break.	
29.Febr.	The outline for the balance of the term will follow later. The readings will be those in Part III of the Reader, which you will receive as soon as it is available. We shall be dealing with the following topics:	
7.March		
14.March		
21.March		
28.March	- Cases that are doubtful either because they do not seem to clearly fit within our definition, or because they can't be assigned to one of the types of our typology.	
4.April		
11.April	- The structural characteristics of genocidal societies and the possibilities of prevention.	

TAKE-HOME EXAM

Answer all four questions. Please type your answers and limit yourself to one page (maximum) per question.

DUE: 5. December 1983

1. Give a definition of genocide that you prefer and provide a coherent argument for your choice.
2. Select one of the typologies in Part I of the Reader and provide a coherent argument for your choice.
3. In some cases the sources of information originate with the perpetrators, while in other cases they originate with the victims. Discuss the differences that the source of information introduces in the examination of a case. Use actual cases to illustrate your discussion.
4. Make the best case you can for placing each of the following cases, which we categorized in our Reader, into one of the other categories of our typology.
 - a. Carthage
 - b. Mongols
 - c. Pequots

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